



BURKE HIGH

244 President Street
Charleston, SC 29403

Grades	7-12 Middle School	
Enrollment	660 Students	
Principal	Charles Benton	843-579-4815
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	At-Risk	Below Average
2009	At-Risk	At-Risk
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

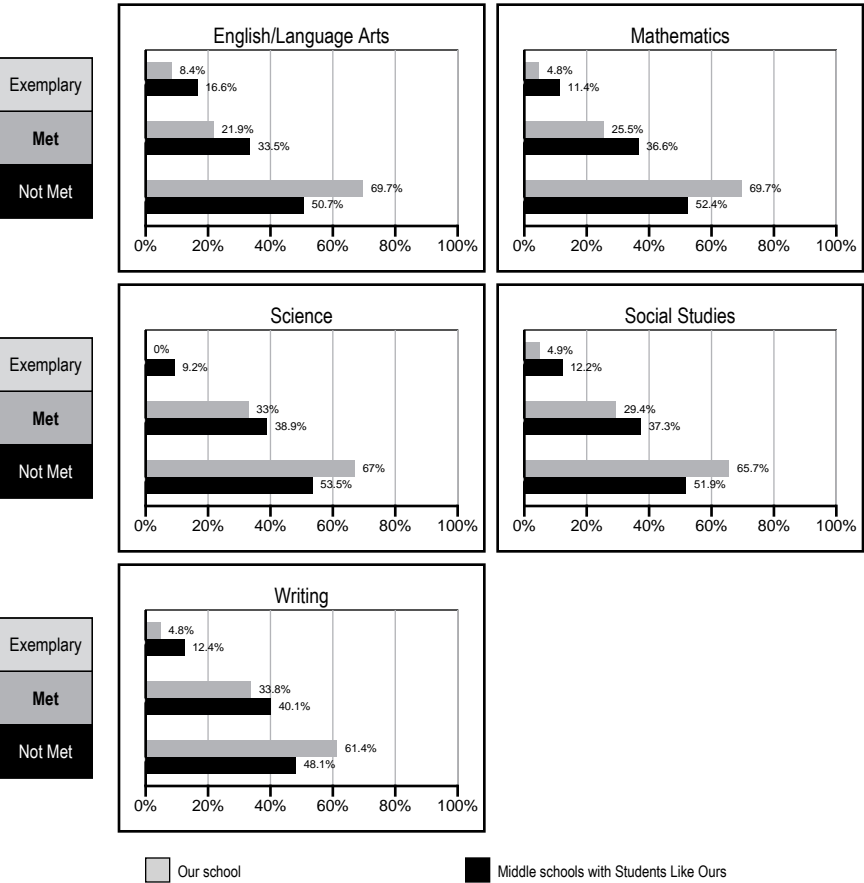
98.6%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	10	31	25

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	57.1%	89.3%
English 1	27.3%	88.1%
Physical Science	N/A	42.1%
US History and the Constitution	N/A	N/A
All Subjects	46.9%	87.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=660)				
Students enrolled in high school credit courses (grades 7 & 8)	6.2%	Down from 48.7%	13.8%	24.2%
Retention rate	10.6%	Down from 14.3%	1.0%	0.7%
Attendance rate	90.8%	Up from 89.7%	95.4%	95.9%
Eligible for gifted and talented	4.8%	Up from 2.7%	5.7%	16.4%
With disabilities other than speech	15.1%	Up from 14.3%	14.4%	12.0%
Older than usual for grade	22.1%	Down from 24.3%	4.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	5.9%	Down from 11.8%	0.3%	0.5%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	47.7%	Down from 55.1%	57.6%	58.5%
Continuing contract teachers	58.5%	Down from 62.3%	67.6%	80.0%
Teachers with emergency or provisional certificates	19.2%	Down from 19.3%	11.3%	4.0%
Teachers returning from previous year	71.5%	Down from 74.0%	78.0%	84.6%
Teacher attendance rate	96.4%	Up from 95.9%	95.6%	95.4%
Average teacher salary*	\$44,664	Down 2.9%	\$44,664	\$46,561
Professional development days/teacher	6.8 days	Down from 15.5 days	10.5 days	10.2 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	11.1 to 1	Down from 20.9 to 1	17.3 to 1	21.1 to 1
Prime instructional time	86.7%	Up from 84.5%	89.8%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	49.0%	Up from 35.2%	96.8%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$10,785	Down 16.5%	\$10,174	\$7,802
Percent of expenditures for instruction**	50.4%	Down from 57.6%	60.3%	63.8%
Percent of expenditures for teacher salaries**	45.5%	Down from 51.8%	55.9%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Burke High School has continued in its efforts to close the achievement gap during the 2009-2010 school year. This school term there were a few snares along the way, but the teachers, students, and administration were able to maintain and sustain the momentum of academic achievement and success.

The instructional environment of the school has shifted from teaching in isolation to teaching as a Professional Learning Community. The teachers view the learning communities as a method to plan and strategize for excellence in the classroom.

The academic environment of the school has developed into an advanced-placement community of learners. This year EOC scores have been phenomenal. During the first semester, Algebra I and English I EOC scores were 100% passing. Second semester EOC scores were much more impressive. English I, Physical Science, and United States History scores showed improvement as well.

The middle school's literacy push is moving the students in the direction of closing the literacy achievement gap. The utilization of MAP scores in teaching strategies has changed the learning environment into a productive learning community.

As the middle and high school continue to makes academic strides, our community relationships continue to grow. The latest community organization that has joined forces with Burke High is the Burke High School Community Foundation. The foundation has taken on the planning and organization of 100th Year Celebration of Burke High School's existence.

Charles E. Benton, Principal
Diane Grant, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	3.8%		1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%		5.6%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	31.3%	0.0%	No
Student attendance rate	90.8%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	159	98.7	68.1	22.9	9	54.2	85	83.5	No	Yes
Gender										
Male	89	98.9	75.6	15.9	8.5	46.3	81.6	80.1	N/A	N/A
Female	70	98.6	58.1	32.3	9.7	64.5	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	156	98.7	69	22.5	8.5	53.5	75.2	74.6	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	98.1	85.1	I/S	I/S
Disability Status										
Disabled	20	100	N/A	N/A	N/A	20	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	143	99.3	68.2	22.7	9.1	55.3	76.4	76.9	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	159	98.7	72.2	24.3	3.5	53.5	81	80.4	No	Yes
Gender										
Male	89	98.9	76.8	19.5	3.7	47.6	78.9	78.4	N/A	N/A
Female	70	98.6	66.1	30.6	3.2	61.3	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	2	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	156	98.7	72.5	23.9	3.5	52.8	68	69.3	No	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	94.4	83.2	I/S	I/S
Disability Status										
Disabled	20	100	N/A	N/A	N/A	26.7	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	143	99.3	71.2	25.8	3	55.3	70.2	72.8	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	112	100	N/A	N/A	N/A	33.3	67.4	67.3
Gender								
Male	64	100	N/A	N/A	N/A	25.4	66.2	66.9
Female	48	100	N/A	N/A	N/A	44.2	68.5	67.7
Racial/Ethnic Group								
White	1	I/S	N/A	N/A	N/A	N/A	89	79.6
African American	110	100	N/A	N/A	N/A	32.7	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	86.8	69.5
Disability Status								
Disabled	11	100	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	99	100	N/A	N/A	N/A	34.8	49.3	55.4

Social Studies								
All Students	113	99.1	66	29.1	4.9	34	73.8	70.9
Gender								
Male	61	98.4	69.6	26.8	3.6	30.4	72.3	70.1
Female	52	100	61.7	31.9	6.4	38.3	75.3	71.7
Racial/Ethnic Group								
White	1	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	111	99.1	67.3	27.7	5	32.7	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.6	71.2
Disability Status								
Disabled	15	93.3	N/A	N/A	N/A	18.2	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	103	99	66.3	28.4	5.3	33.7	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	157	96.2	60.8	34.3	4.9	39.2	75	72.1	92.9	95.7
Gender										
Male	88	95.5	67.5	27.5	5	32.5	69.1	65.2	92.3	95.5
Female	69	97.1	52.4	42.9	4.8	47.6	81	79.2	93.7	95.8
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	91	80.8	92.9	95.8
African American	155	96.1	61.7	33.3	5	38.3	60.2	59.7	92.9	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	N/A	96
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.1	73.4	87.2	95.6
Disability Status										
Disabled	20	70	N/AV	N/AV	N/AV	N/AV	28.4	27.7	86.8	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	144	96.5	61.1	33.6	5.3	38.9	61.1	61.9	92.7	95.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	69	100	59.7	27.4	12.9	40.3
	8	90	97.8	74.4	19.5	6.1	25.6

Mathematics

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	69	100	66.1	30.6	3.2	33.9
	8	90	97.8	76.8	19.5	3.7	23.2

Science

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	69	100	N/A	N/A	N/A	50
	8	43	100	N/A	N/A	N/A	7.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	0	N/A	N/A	N/A	N/A	N/A
	7	68	100	71	27.4	1.6	29
	8	45	97.8	58.5	31.7	9.8	41.5
Writing							
2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	68	95.6	50.8	47.5	1.6	49.2
	8	89	96.6	68.3	24.4	7.3	31.7

Abbreviations for Missing Data